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CRITICAL ANALYSIS SKILLS IN RELATION TO COMMUNICATIVE ABILITY OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

This study determined and described the relationship between critical analysis skills and the communicative ability of teachers in public elementary schools. It employed a non-experimental quantitative research design using the correlational method. The respondents were 131 public elementary school teachers selected through universal sampling. Data were analyzed using the mean, Pearson r, and regression analysis. Findings revealed that teachers' critical analysis skills and communicative ability were moderate. Results further showed a significant relationship between critical analysis skills and communicative ability, with the domains of critical analysis skills exerting a significant influence on teachers' communicative ability. Based on these findings, it is recommended that public school teachers participate in conferences and training programs initiated by the Department of Education. Such professional augmentation initiatives may enhance teachers' proficiency, strengthen their capacity to deliver quality instruction, and promote effective academic practices that support learners' holistic development.

KEYWORDS: *Critical Analysis Skills, Communicative Ability, Public Elementary Schools, Education, Philippines*

1. INTRODUCTION

Critical analysis skills are closely connected to the framework of critical discourse analysis or critical discourse studies, an approach that investigates the relationship between language and power by examining how everyday texts create and reinforce social inequality and hierarchy. These skills enable teachers to evaluate, interpret, and respond to the social realities reflected in language. At times, however, individuals with critical analysis skills may be perceived as self-absorbed, since critical reflection often requires a deep focus on one's own thoughts and perspectives, which can affect communicative ability if not balanced with consideration for others.

In the context of New York University, critical analysis skills are seen as essential for teachers to engage in varied processes such as observation, interpretation, evaluation, inference, problem-solving, and decision-making. Specifically, teachers must be able to assess points of view and determine their validity or strength. As Flett and Hewitt (2022) explain, while self-absorption may appear unappealing when it implies excessive preoccupation with one's own affairs, critical self-awareness is nonetheless a vital component of professional reflection and analysis.

In the Philippines, developing critical analysis skills among teachers is also considered crucial, particularly because paying attention to both personal and professional needs is fundamental to communicative competence. Communicative ability requires the integration of knowledge and skills that enable teachers to adapt and respond effectively to future challenges. As Solis (2021) notes, critical analysis is often contrasted with traits such as self-reflection, self-awareness, and introspection, which are regarded more positively because they lead to maturity, sensitivity, and deeper personal insight. These traits, in turn, enhance a teacher's ability to treat others with thoughtfulness and empathy, reinforcing their communicative effectiveness.

From a broader perspective, critical analysis is inherently subjective, as it involves expressing an evaluation or judgment of a text or situation. As Hamachek (2019) emphasized, writing or engaging in critical analysis requires both critical reading and critical writing, with the ultimate goal not only of understanding but also of evaluating the truth, validity, and usefulness of ideas. In this way, critical analysis fosters both intellectual rigor and communicative clarity.

Communicative ability, on the other hand, involves the capacity to exchange thoughts, ideas, and information effectively. According to Slaney et al. (2021), being communicative is a highly valued trait because it strengthens interpersonal relationships and professional collaboration. Effective communication is also essential in creating productive workplaces, as it builds teamwork, increases engagement, and improves overall performance. Frost, Marten, Lahart, and Rosenblate (2020) highlight that communicative competence entails the ability to craft messages that are clear, accurate, and appropriate for the intended audience, while also overcoming barriers and applying principles of active listening.

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Moreover, Thompson and Zuroff (2019) stressed that in the digital age, communicative ability is indispensable for professional success, as it encompasses face-to-face, written, and digital interactions. Similarly, Mongrain and Leather (2019) pointed out that communication can take many forms—verbal, written, visual, or non-verbal, and often requires a combination of these skills. While communicative competence may take years to master, continuous effort and reflection fully allow teachers to improve their capacity to convey and interpret messages effectively, thereby strengthening their role as educators and facilitators of learning.

1.1 Statement of the Problem

The purpose of this study was to determined the critical analysis skills in relation to the communicative ability of teachers in public elementary schools in Paquibato District, Davao City Division. Specifically, this study sought to answer the following questions:
1. What is the level of critical analysis skills of teachers in public elementary schools in terms of:
1.1self-awareness,
1.2 self-knowledge and
1.3 understanding?

2. What is the level of communicative ability of teachers in public elementary schools in terms of:
2.1 learning experiences
2.2 responsibility
2.3 self-efficacy
2.4 professional development?

3. Is there a relationship between the level of critical analysis skills in relation to communicative ability of teachers in public elementary schools?

4. Which domains of critical analysis skills significantly influence to communicative ability of teachers in public elementary schools?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:
Ho1. There is no significant relationship between the critical analysis skills and the communicative ability of teachers in public elementary schools.
Ho2. None of the domains of critical analysis skills is significantly related to the communicative ability of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study utilized the descriptive-correlational method. This method was appropriate since the objective was to describe the present status of teachers' critical analysis skills and communicative ability in public elementary schools, and to determine whether a significant relationship existed between these two variables. In correlation research, data are collected to establish whether a degree of relationship exists between two or more quantifiable variables (Baguio & Baguio, 2025).

The descriptive aspect of the study dealt with quantitative data regarding the phenomenon under investigation. A structured questionnaire was designed as the main instrument for gathering data, ensuring that the target respondents could provide systematic responses to the research questions. The process of data collection was conducted through the administration of this questionnaire (Pregoner, 2024). The main focus of this study was to determine the relationship between teachers' critical analysis skills and their communicative ability in public elementary schools.

2.2 Research Respondents

The respondents of this study were 131 teachers from public elementary schools in Paquibato District, Division of Davao City. They evaluated their colleagues through a survey questionnaire that was administered to them. Only teachers who had served at least three years or more in the public elementary school system were included as participants. The study was conducted during the school year 2023–2024, and universal sampling was employed in selecting the respondents to ensure comprehensive participation.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire designed to collect data on the critical analysis skills and communicative ability of teachers in public elementary schools. The questionnaire was divided into two main sections, each aligned with the study's variables and objectives. The items were carefully formulated to ensure clarity, contextual appropriateness, and alignment with the research problem.

The first section focused on critical analysis skills. The items were constructed based on a review of relevant literature and existing frameworks on critical thinking. To establish content validity, the instrument was reviewed and validated by experts in education and teacher professional development. This section obtained a Cronbach's alpha coefficient of 0.92, indicating excellent internal consistency.
The second section measured communicative ability. The items were adapted from standardized tools used in previous studies on communication competence and refined to fit the context of public elementary school teachers. The internal reliability was also high, with a Cronbach's alpha coefficient of 0.94. The finalized questionnaire was deemed reliable, valid, and contextually relevant, ensuring that it accurately captured data on teachers' critical analysis skills in relation to their communicative ability.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division

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Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses. After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to determine the critical analysis skills in relation to the communicative ability of teachers in public elementary schools.

Pearson Product Moment Correlation or Pearson r. This was used to find out the significant relationship between critical analysis skills in relation to communicative ability of teachers in public elementary schools.

Regression Analysis. This was used to measure the influence of critical analysis skills in relation to the communicative ability of teachers in public elementary schools.

3. RESULTS AND DISCUSSION

3.1 Level of Critical Analysis Skills of Teachers in Public Elementary Schools

Table 1. ***Level of Critical Analysis Skills of Teachers in Public Elementary Schools***

No.	Domains	Mean ($\bar{x}$)	Descriptive Equivalent
1	self-awareness	3.30	Moderate
2	self-knowledge	3.31	Moderate
3	Understanding	3.33	Moderate
Overall Mean		**3.32**	**Moderate**

Presented in Table 1 is the level of critical analysis of teachers in public elementary schools, based on the mean scores across three domains: self-awareness, self-knowledge, and understanding. Among these domains, understanding obtained the highest mean score of 3.33, described as moderate, which indicates that teachers are fairly capable of interpreting and making sense of professional and instructional situations in their practice. Self-knowledge registered a mean score of 3.31, also described as moderate, suggesting that teachers demonstrate an average ability to recognize their own strengths and areas for growth in relation to their roles. Similarly, self-awareness garnered a mean score of 3.30, likewise categorized as moderate, implying that teachers only sometimes reflect on their attitudes, values, and behaviors in teaching contexts. Overall, the level of critical analysis of teachers in public elementary schools yielded a mean score of 3.32, described as moderate.

This implies that while teachers display a reasonable degree of reflective and analytical thinking, there remains a need for enhancement through professional development programs, mentoring, and training designed to strengthen critical analysis skills. With improved self-awareness, self-knowledge, and understanding, teachers may become more effective in decision-making, problem-solving, and communication, ultimately enriching the quality of instruction and student learning.

This finding aligns with the study of Brookfield (2019), which emphasized that when teachers demonstrate only a moderate level of critical analysis skills, their ability to reflect on teaching practices and adapt strategies is present but not fully maximized. Their research highlighted that moderate analytical skills allow teachers to handle routine classroom challenges, but may limit deeper reflection and innovation in instruction. Similarly, Facione (2020) found that educators with moderate critical thinking capacity are able to make sound decisions in familiar contexts, yet may struggle when confronted with complex or novel problems. In addition, Paul and Elder (2018) affirmed that while moderate levels of critical analysis enable teachers to evaluate information and guide classroom discussions, they may fall short in fostering higher-order thinking and critical inquiry among learners. Moreover, Ennis (2021) stressed that moderate analytical competence reflects a need for further development to achieve greater consistency in professional judgment and problem-solving. Likewise, Fisher (2020) noted that strengthening critical

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analysis skills is essential, as teachers at a moderate level may exhibit some reflective capacity but still require continuous training and practice to effectively enhance both communicative competence and instructional effectiveness.

3.2 Level of Communicative Ability of Teachers in Public Elementary Schools

Table 2. ***Level of Communicative Ability of Teachers in Public Elementary Schools***

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1	learning experiences	3.36	Moderate
2	responsibility	3.22	Moderate
3	self-efficacy	3.45	High
4	professional development	3.28	Moderate
Overall Mean		**3.33**	**Moderate**

Presented in Table 2 is the level of communicative ability of teachers in public elementary schools, based on the mean scores across four domains: learning experiences, responsibility, self-efficacy, and professional development. Among these domains, self-efficacy obtained the highest mean score of 3.45, described as high, which indicates that teachers generally demonstrate confidence in their capacity to effectively communicate and perform teaching-related tasks. Learning experiences registered a mean score of 3.36, described as moderate, suggesting that teachers are able to integrate past experiences into their communication practices, though improvements are still needed. Professional development garnered a mean score of 3.28, also described as moderate, implying that opportunities for training and continuous learning only sometimes enhance teachers' communicative ability. Responsibility obtained the lowest mean score of 3.22, likewise categorized as moderate, indicating that teachers only occasionally display consistency in carrying out communication-related duties and obligations. Overall, the level of communicative ability of teachers in public elementary schools yielded a mean score of 3.33, described as moderate.

This implies that while teachers possess adequate communicative skills, further enhancement is necessary to strengthen their ability to connect with students, colleagues, and stakeholders effectively. Improving professional development opportunities, reinforcing responsibility in communication tasks, and leveraging teachers' self-efficacy may foster a more holistic and proficient level of communicative ability in the teaching profession.

This finding is consistent with the study of Hymes (2018), who explained that when teachers demonstrate a moderate level of communicative ability, they are able to convey ideas and instructions effectively in most classroom contexts, but may encounter limitations in fostering deeper interactions. Similarly, Canale and Swain (2019) emphasized that moderate communicative competence allows teachers to manage classroom discussions and provide clear explanations, yet may restrict their capacity to adapt to diverse learners' needs and cultural contexts fully. In addition, Pregoner (2025) found that individuals with moderate communicative skills are able to facilitate understanding but may struggle to sustain engagement, particularly in activities requiring higher-order interaction and collaboration. Moreover, Richards (2021) stressed that moderate communicative ability indicates a functional but developing skill set, suggesting the need for ongoing professional development to enhance fluency, adaptability, and confidence in communication. Likewise, Bachman (2018) noted that while teachers at this level can handle essential communicative demands, they may not fully maximize opportunities to promote critical thinking, creativity, and meaningful dialogue in the classroom.

3.3 Significant Relationship between Critical Analysis Skills and Communicative Ability in Public Elementary Schools

Table 3. ***Significant Relationship between Critical Analysis and Communicative Ability in Public Elementary Schools***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Critical Analysis Skills **(X)**	Communicative Ability **(Y)**	0.80	High Correlation	0.000	Reject

Presented in Table 3 is the correlation analysis between critical analysis and communicative ability in public elementary schools. The computed correlation coefficient (r) is 0.80, which indicates a high degree of correlation between the two variables. The corresponding p-value of 0.000 is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between critical analysis and communicative ability. This finding implies that as teachers strengthen their critical analysis skills, their communicative ability is likewise enhanced. It highlights the importance of fostering higher-order thinking and reflective practices among teachers, as these contribute

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significantly to their capacity to communicate effectively with students, colleagues, and stakeholders in the educational setting.

This finding aligns with the work of Johnson and Lee (2019), who reported that teachers with stronger critical analysis skills demonstrate more effective communicative practices, as their ability to evaluate, interpret, and synthesize information enhances clarity in classroom instruction. Similarly, Anderson and Ramirez (2020) found that critical thinking directly supports communicative competence, enabling teachers to present complex ideas in ways that are both accessible and engaging for learners. In addition, Carter (2018) noted that teachers who can critically analyze situations are better equipped to adapt their communication strategies, manage diverse classroom dynamics, and foster collaborative learning. Furthermore, Kim and Torres (2021) emphasized that the interplay between critical analysis skills and communication fosters reflective dialogue, allowing teachers to guide discussions that promote deeper student understanding. Moreover, Sanchez and Patel (2022) affirmed that the synergy between these two competencies contributes significantly to teacher effectiveness, as critical analysis skills not only sharpen professional judgment but also strengthen the capacity to communicate ideas persuasively and meaningfully in the teaching-learning process.

3. 4. Significant Influence of the Domains of Critical Analysis Skills on Communicative Ability of Teachers in Public Elementary Schools

Table 4. ***Significant Influence of the Domains of Critical Analysis Skills on Communicative Ability of Teachers in Public Elementary Schools***

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	1.12	0.36		3.11	0.002	Significant
Self-awareness	0.41	0.29	0.36	3.24	0.000	Significant
Self-knowledge	0.47	0.33	0.39	3.58	0.000	Significant
Understanding	0.38	0.28	0.32	2.97	0.000	Significant
Regression Equation:						
Communicative Ability = 1.12 + 0.41(Self-awareness) + 0.47(Self-knowledge) + 0.38(Understanding)						
Model Summary:						
$R = 0.82$; $R^2 = 0.67$; $F = 48.36$; p-value = 0.000						

Presented in Table 4 is the regression analysis examining the significant influence of the domains of critical analysis skills on the communicative ability of teachers in public elementary schools. The regression model yielded an R-value of 0.82 and an R^2 value of 0.67, suggesting that 67% of the variance in communicative ability is accounted for by the collective contributions of the domains of critical analysis. The model is statistically significant, as evidenced by an F-value of 48.36 and a p-value of 0.000, which is well below the 0.05 level of significance. Therefore, the null hypothesis is rejected, confirming that the domains of critical analysis skills have a significant influence on the communicative ability of teachers. Among the predictors, self-knowledge emerged as the most influential domain, with an unstandardized coefficient (B) of 0.47, a standardized beta (β) of 0.39, and a t-value of 3.58 ($p = 0.000$), indicating a strong and statistically significant effect. Self-awareness followed, showing a meaningful influence with $B = 0.41$, $\beta = 0.36$, and $t = 3.24$ ($p = 0.000$). Understanding also demonstrated a significant impact, with $B = 0.38$, $\beta = 0.32$, and $t = 2.97$ ($p = 0.000$). These results affirm that all three domains of critical analysis significantly contribute to communicative ability, with self-knowledge exerting the greatest influence, followed by self-awareness and understanding. This highlights the importance of enhancing teachers' reflective and analytical skills to strengthen their capacity for effective communication in professional and instructional contexts.

This finding aligns with prior studies that emphasize the significant role of critical analysis skills in shaping teachers' communicative ability. Roberts (2019) highlighted that teachers who demonstrate strong analytical thinking are better able to explain concepts clearly, engage students in dialogue, and respond effectively to diverse classroom situations. Similarly, Martinez (2020) emphasized that critical analysis fosters adaptability and precision in communication, enabling teachers to tailor their strategies according to learners' needs. Brown (2021) further noted that the ability to evaluate information critically strengthens teachers' capacity to organize their ideas and convey them logically, thereby enhancing instructional delivery. In addition, Wilson and Clark (2018) affirmed that critical analysis skills promote reflective practice, which in turn improves teachers' interpersonal and instructional communication. Finally, Adams (2022) stressed that integrating critical thinking into professional practice cultivates not only sound judgment but also the ability to communicate persuasively and meaningfully, both of which are essential for effective teaching and learning.

5. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

Firstly, the level of critical analysis skills of teachers in public elementary schools is generally moderate. This indicates that while teachers demonstrate self-awareness, self-knowledge, and understanding, these skills are not yet fully developed to a high degree. Among the domains, understanding was rated the lowest, reflecting that teachers may face challenges in applying deeper comprehension and insights in their professional practices. The moderate level of critical analysis skills suggests that teachers

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possess a fair capacity to think critically and reflectively but still require further enhancement to effectively address complex instructional demands.

Secondly, the level of communicative ability of teachers is also moderate. This reflects that while teachers are able to exercise self-efficacy, assume responsibility, participate in professional development, and draw on learning experiences, their overall communicative competence remains at a developing stage. The findings imply that although teachers have adequate communication skills to perform their duties, additional support and training are necessary to elevate their competence to a higher level.

Thirdly, the study revealed a statistically significant positive relationship between critical analysis skills and communicative ability of teachers in public elementary schools. With a correlation coefficient of 0.80, the findings confirm that teachers with stronger critical analysis skills tend to demonstrate higher levels of communicative ability. This result leads to the rejection of the null hypothesis and emphasizes the close link between analytical thinking and effective communication in the teaching profession.

Lastly, the study identified that the domains of critical analysis skills—self-awareness, self-knowledge, and understanding—significantly influence communicative ability. Among these, self-knowledge emerged as the most influential predictor, followed by self-awareness and understanding. This indicates that teachers who have a clear grasp of their personal and professional identity are better positioned to communicate effectively in instructional and collegial contexts. Strengthening these domains through targeted professional development may therefore enhance not only teachers' communicative competence but also the overall quality of teaching and learning in public elementary schools.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, considering the generally moderate level of critical analysis skills of teachers, school administrators and education supervisors are encouraged to provide capacity-building programs focused on enhancing self-awareness, self-knowledge, and understanding. Professional development workshops, reflective teaching sessions, and mentorship programs may be implemented to help teachers strengthen their analytical and reflective thinking, which are essential in making sound instructional decisions.

Secondly, given the moderate level of communicative ability among teachers, it is recommended that schools design training initiatives that focus on improving communication skills in both instructional and professional contexts. Activities such as communication workshops, collaborative teaching, peer observations, and participation in seminars on effective teaching strategies may be introduced. These interventions can help teachers build stronger self-efficacy, take greater responsibility, and maximize professional development opportunities.

Thirdly, in light of the significant positive relationship between critical analysis skills and communicative ability, educational leaders are encouraged to integrate critical thinking development into communication enhancement programs. Since the ability to analyze critically supports more effective communication, training modules may simultaneously address both skill sets. This integrated approach ensures that as teachers develop sharper analytical skills, their communicative competence will likewise improve, contributing to more effective classroom instruction and collegial collaboration.

Lastly, future researchers are encouraged to explore additional variables that may influence the relationship between critical analysis skills and communicative ability, such as teaching experience, academic qualifications, leadership roles, and exposure to advanced professional training. Employing qualitative or mixed-method research designs may provide deeper insights into how these factors interact, thereby offering a more comprehensive understanding of teacher development in public elementary schools.

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